CHAPTER II

REVIEW OF RELATED STUDIES
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Literatures relevant to the present study, “Impact of family environment on the personality development of child” had been reviewed. The purpose of the review was (i) to gain knowledge of the research problem; (ii) to identify the concepts relating to it, (iii) to bring out potential relations between them; (iv) and to formulate a researchable hypothesis; (v) to identify appropriate methodology, research design, methods of measuring concepts and methods of analysis; (vi) to identify other sources used by other researchers and to learn the structure reports of other researchers.37

As such, the investigator reviewed the literature relating to Child rearing practices which influence the personality development significantly. This had made since the individual’s life attitudes, habits and pattern of behavior got established during the early years. The experiences particularly the behaviour pattern during the early period of child determine to a great extent how successfully the individual would be able to adjust to life, as he grows older. The pattern of personality

37 Krishna swamy: Methodology of research in social sciences, Himalaya publishing House Bombay, 1993, p77
began to take form in early childhood. Children who were brought up in an environment where the parents were understanding and responsive to demands of the child and consistent in their action would probably develop a confident and healthy self-image. This image had been developed generally from the way their parents treat them and their thinking came from the way others feel about them. In addition the treatment given by the family members and their relatives had also its influence. Children reared in a secure and emotionally positive home atmosphere developed a well-adjusted personality in his later life.

In this regard Theodore D. Wachs, in his book, "The nature and nurture of child development"\(^{38}\) had expressed that reduction of child morbidity and the promotion of physical growth were important and necessary aspects of child development. It pointed out that there were also behavioural-developmental criteria that emphasize the promotion of competence. The competent individual was one who could effectively adapt to and interact with his or her environment. Traits that define individual competence fall into five domains like cognitive skills, temperament personality, motivation, self-perceptions, and interpersonal style.

\(^{38}\) The nature and nurture of child development, Department of Psychological Sciences affiliated at Purdue University in West Lafayette, Indiana, USA,
He pointed out that these domains were not completely independent, and there was at least partial overlap. The expression of individual differences in competence was partially moderated by context. Further, not all children achieve competence. Over time some children fall further and further behind their peers in their developmental course. In understanding what biological and psychosocial factors influenced the development of individual differences in competence, Theodore D. Wachs pointed out that four principles were critical.

Those principles were: First, most aspects of individual competence were multi-determined. This means that interventions designed to facilitate development must be multi-focal in nature, integrating influences from different domains. Second, influences upon children’s development tend to be specific in nature. This emphasizes the importance of targeting specific interventions to specific outcomes. Third, individual developmental influences rarely operate in isolation from each other. Developmental risk factors tend to cluster together, as do developmentally protective influences. The extent of the impact of a given developmental risk factor would depend, in part, on the degree to which this risk factor co-varies with other risk factors. Fourth, developmental risk and protective factors operate across time. Early
exposure to developmental risks may increase the individual’s susceptibility to later risk factors or may limit the degree to which the individual could profit from later exposure to protective factors such as intervention. Early exposure to developmentally protective factors may attenuate the impact of later exposure to developmental risk factors.

Principles underlying the nature and nurture of individual competence emphasize the need to use an IT-AT\textsuperscript{39} intervention strategy. This means the need to integrate multi-domain interventions, target our intervention strategies to different contexts, risk conditions, and outcomes, and provide for recurring interventions across time to maximize the chances of long-term gains in individual competence.

The book has its merits. It could contribute a lot to those who were intended in the study of personality development of child and their behaviour pattern influenced both by heredity and environment. The book could be useful for further research works.

Dodge, K.A., Pettit, G.S., & Bates, J.E. in their study, “Socialization Mediators of the Relation between socioeconomic status

\textsuperscript{39} IT-AT: Integrate Target Across Time
and child conduct problems⁴⁰, it was found that processes in socialization account for an observed relation between early socioeconomic status and later child behavior problems. In his study a representative sample of 585 children from the lowest socioeconomic class was followed from preschool to Grade III. Socioeconomic status assessed in preschool significantly predicted teacher-rated externalizing problems and peer-rated aggressive behavior in kindergarten and grades I, II and III.

Socioeconomic status was significantly negatively correlated with eight factors in the child's socialization and social context, including harsh discipline, lack of maternal warmth, exposure to aggressive adult models, maternal aggressive values, family life stressors, and mother's lack of social support, peer group instability, and lack of cognitive stimulation. These factors, in turn, significantly predicted teacher-rated externalizing problems and peer-nominated aggression and accounted for over half of the total effect of socioeconomic status on these outcomes. These findings suggest that part of the effect of socioeconomic status on children's aggressive development may be mediated by status-related socializing experiences.

The book had emphasized on socialization and socio-economic status and its impact on the development of behavior pattern of the child. The study was published in 1994. It would be useful for the future researchers particularly for those who were intended in child study.

The study conducted by Pettit, G.S., Bates, J.E., & Dodge, K.A. (1993) on the Family Interaction Patterns and Children's conduct problems at home and school41, had focused on the predictive associations amongst family interaction patterns assessing prior to kindergarten and children's externalizing behavior problems (based on parents' and teachers' reports) in a sample of 165 kindergarten and first grade children and their families. Detailed home observations yielded both summary ratings and event-based measures of positive-proactive and negative-coercive styles of interaction. In general, externalizing problems were more strongly predicted by (a) the summary ratings than by event-based measures, (b) negative-coercive patterns than by proactive-positive parenting (although both kinds of measure contributed to the prediction of kindergarten teacher's ratings), and (c) mother-child interaction patterns than by father-child patterns. Mother-child interaction patterns predicted increments in children's behavior problems from kindergarten to first

grade at school (as rated by teachers), but not in the home (as rated by parents). Limited support was found for the hypothesis that the family interactions of children evidencing high levels of cross-setting (home school) and cross-time (kindergarten-first grade) consistency in externalizing problems marked by especially high levels of negativity-coercion and low levels of positive-proactive involvement.

The book had analyzed the problem related to proactive-positive parenting, mother-child and father-child interaction patterns basing on a sample of 165 kindergarten children. The book would be useful to those researchers who preferred to have minute and accurate analysis on the behavior pattern of children.

In his book Coercion and punishment in long-term perspectives\(^\text{42}\), by J. McCord (Ed.), had studied on the role of parental harshness that is coercive discipline practices in child aggressiveness in kindergarten and 1st grade, and at the same time considers a wide variety of possible factors in the stability vs change of aggressiveness, such as child tendencies toward social fearfulness or family stress. It focuses on aggression in the school and also considered whether externalizing

problems perceived by the parents augmented the prediction of aggressiveness perceived by teachers in the 1st grade after considering kindergarten aggressiveness focus was the limited variance in adjustment outcomes accounted for by parental coerciveness.

The book had focused on the coercive nature relating to discipline practices towards and its impact on the development of the child particularly the behavior pattern. It also focused on the impact of the system on the aggressive nature of the child. The book would be useful for the future researchers.

Strassberg, Z., Dodge, Bates, J.E. in their study “Spanking in the home and children's subsequent aggression toward kindergarten peers” examined the longitudinal relation between parental spanking and other physical punishment of preschool children and children's aggressive behavior toward peers. A total of 273 boys and girls from diverse backgrounds served as subjects. The findings were consistent with a socialization model in which higher levels of severity in parental punishment practices were associated with higher levels of children's subsequent aggression toward peers. Findings indicated that children who had been spanked evidenced levels of aggression that were higher than those who had not been spanked, and children who had been the objects
parental aggression and child social standing were considered. Relations between parental aggression and child social standing occurred when (a) standing was indexed as a continuous (social preference) variable; (b) standing was indexed as a categorical (social status) variable; and (c) controlling for mediating effects of other variables of child behavior and family socioeconomic status. Socially rejected children were found to experience the greatest frequencies of adult aggression in the home.

The study analysed the relations between parental aggression and child social behavior. The study also found out those children of conflicting parents developed personalities that were rejected by the society. The study would be very helpful to all researchers working in the field of child development.

Harrist, A.W., Bates, J.E. in their study, “Family interaction, social cognition, and children's subsequent relations” examined relations among family interaction qualities and children's social cognitions and subsequent social competence with peers. Thirty children (fifteen boys) and their families were observed in their homes and the children were administered a social cognitive assessment battery during the summer prior to the children's entry into kindergarten. Interactional episodes were coded in terms of the degree of observed parent-child responsiveness,
coerciveness, and intrusiveness. Social cognitive measures consisted of self-efficacy and outcome expectations regarding aggressive and competent responding to hypothetical conflicts. Children's subsequent relations with peers were evaluated on the basis of teacher ratings. Social competence with peers was predicted by responsive family interactions and lower self-efficacy scores for both aggressive and competent responding. Regression analyses suggested that social cognitive patterns mediated the relation between family interactions and child's social behavior.

The study analysed the influence of family interaction on the children social cognition and social competence with their peers. The study also emphasized that social competence with peers are the result of responsive family interaction. The study would be useful for the future researchers particularly for those who were intended in child study.

Dodge, K.A., Bates, J.E, in his article "Mechanisms in the cycle of violence"[44], focussed two questions concerning the effect of physical abuse in early childhood on the child's development of aggressive behavior. The first was whether abuse per se had deleterious effects. Results from a prospective study of a representative sample of 309

children indicate that physical abuse was a risk factor for later aggressive behavior even when the other ecological and biological factors were known. The second question concerns the processes by which antisocial development occurs in abused children. Abused children tended to acquire deviant patterns of processing social information, and these may had mediated the development of aggressive behavior.

The article has its merits. It could contribute a lot to those who were intended in the study of personality development of child and their behaviour pattern influenced both by heredity and environment. The book could be useful for further research works

Dodge, K.A., Pettit, G.S., & Bates, J.E. (1994) in their study, “Effects of physical maltreatment on the development of peer relations”\(^45\), the effect of early physical maltreatment on the development of peer relationships was examined in a representative sample of 585 boys and girls. Subjects were assessed for physical maltreatment in the first 5 years of life and then followed for 5 consecutive years. The

assessment was based on a clinical interview with parents. Twelve percent of the sample was identified as having experienced physical maltreatment. Peers, teachers, and mothers independently evaluated the maltreated group of children as being more disliked, less popular, and more socially withdrawn than the non-maltreated group in every year of evaluation, with the magnitude of difference growing over time. These effects held even when family socioeconomic status was controlled. The findings were interpreted as being consistent with the hypothesis that early maltreatment disrupts attachment relationships with adult caregivers, and these disruptions then impair a child's ability to form effective peer relationships.

The study had emphasized the impact of early physical maltreatment in the child’s capability to establish steady, effective relation with their peers. The study would be useful for the future researchers particularly for those who were intended in child study.

Valente, E., in his study “Social information-processing patterns partially mediate the effect of early physical abuse on later conduct
problems tested the hypothesis that early physical abuse was associated with later externalizing behavior outcomes and that this relation was mediated by the intervening development of biased social information-processing patterns. They assessed 584 randomly selected boys and girls from European American and African American backgrounds for the lifetime experience of physical abuse through clinical interviews with mothers prior to the child's matriculation in kindergarten. Early abuse increased the risk of teacher-rated externalizing outcomes in Grades 3 and 4 by fourfold, and this effect could not be accounted for by confounded ecological or child factors. Abuse was associated with later processing patterns (encoding errors, hostile attribution biases, accessing of aggressive responses, and positive evaluations of aggression), which, in turn, predicted later externalizing outcomes.

Valente, E emphasized the impact of early physical abuse on the behaviour pattern of child. The study would be a useful reference for those researchers who study the developmental process of child.

46 Social information-processing patterns partially mediate the effect of early physical abuse on later conduct problems, Journal of Abnormal Psychology p632-643, 1995
McFadyen-Ketchum, S.A., Bates, J.E., Dodge, K.A., & Pettit, G.S. in their study, "Patterns of change in early child aggressive-disruptive behavior: Gender differences in predictors from early coercive and affectionate mother-child interactions," focused on mother-child interaction predictors of initial levels and change in child aggressive and disruptive behavior at school from kindergarten through the third grade. Aggression-disruption was measured via annual reports from teachers and peers. Ordinary least-squares regression was used to identify 8 separate child aggression trajectories, 4 for each gender: high initial levels with increases in aggression, high initial levels with decreases in aggression, low initial levels with increases in aggression, and low initial levels with decreases in aggression. Mother-child interaction measures of coercion and non-affection prior to kindergarten were predictive of initial levels of aggression-disruption in kindergarten in both boys and girls. However, boys and girls differed in how coercion and non-affection predicted change in aggression-disruption across elementary school years. For boys, high coercion and non-affection were particularly associated with the high-increasing-aggression trajectory, but for girls, high levels of coercion and non-affection were associated with the high-decreasing-

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aggression trajectory. This difference was discussed in the context of Patterson et al.'s coercion training theory, and the need for gender-specific theories of aggressive development was noted.

The study had emphasized the role of mother-child interaction in developing the aggressive and disruptive behavior of child. The study would be a great help to those researchers who intended to work in the field of child's personality development.

Clawson, M.A., Pettit, G.S., Dodge, K.A., & Bates, J.E. in their study, "Stability and change in peer-rejected status, The role of child behavior, parenting, and family ecology"48, focussed on antecedents and correlates of peer rejection in kindergarten and first grade were examined. Interviews with 585 mothers provided data on parenting and family ecology. Child behavior was indexed by peer and teacher ratings. Children were classified as socio-metrically accepted in both grades, rejected in only one grade, or rejected in both grades. Compared to accepted children, rejected children were more likely to come from lower

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SES families in which restrictive discipline occurred at a high rate, and were more aggressive and less socially and academically skilled. Children rejected in both grades were more aggressive than children rejected in one grade. Decreases in aggression and increases in academic performance were shown by children whose status improved across grades, with the opposite pattern shown by children whose status worsened. Findings were discussed in terms of the etiology and maintenance of peer rejection in the early school years.

The study addressed the role of socio economic condition in the personality development of child. The study would be a great input to those researchers who work in the field of child psychology.

Harrist, A.W in his study “Encounters with aggressive peers in early childhood: Frequency, age differences, and correlates of risk for behavior problems”\textsuperscript{49}, described the range, types, and quality (in terms of exposure to aggressive peers) of social activity settings in which young children typically had contact with peers. It also examined whether

participation in these settings varied as a function of child sex and age and family demographic characteristics. Subjects were 277 preschool-aged children. On the basis of detailed accounts of their mothers, activity setting measures were derived separately for ages 2-4 years (era 1) and ages 4-5 years (era 2). Each of seven activity settings (example: neighbourhood, day care, organised playgroups) was rated for frequency of participation and frequency of exposure to aggressive peers. In contrast, children participated least frequently in structured playgroup settings, and these settings were least likely to contain aggressive peers. Children from lower SES and single-parents families were more likely to be involved in settings (especially neighborhoods) containing aggressive peers. The finding suggest that one mechanism through which risk for behaviour problems among children in lower SES and single-parents families might operate was increased exposure to activity settings in which aggression occurs regularly.

The study has its own merits. It would be useful for those researchers working in the field of growth and development of child.

Colwell, M.J., Meece, D., & Dodge, K.A in their study “Cumulative risk and continuity in nonparental care from infancy to early
adolescence\textsuperscript{50}, examined in a longitudinal sample of 438, the variations in amounts of non-parental care across infancy, preschool, early elementary school and early adolescence. The areas studied were (a) continuity in use of the different arrangements, (b) whether the arrangements were additively and cumulatively associated with children's externalizing behavior problems, and (c) whether predictive relations were accounted for by social-ecological; socioeconomic status, mothers' employment status, marital status and social-experiential factors; parenting quality, exposure to aggressive peers. The study concluded that consistent with the cumulative risk perspective, Grade 1 self-care and Grade VI unsupervised peer contact incrementally predicted Grade VI externalizing problems. Most of the predictive associations were accounted for by family background and social relationship factors.

The study emphasized the impact of socio-economic status, mother-child relation, parenting quality, exposure to aggressive peers on the behavior of child. The study would help the future researchers working in the field of child development.

\textsuperscript{50} Cumulative risk and continuity in nonparental care from infancy to early adolescence. Merrill-Palmer Quarterly, 2001, p207-234.
Schwartz, D., Bates, J.E. in their study, "Early socialization of aggressive victims of bullying" hypothesized that a history of violent victimization by adults leads to emotion dysregulation that results in a dual pattern of aggressive behavior and victimization by peers. Interviews with 198 mothers of 5-year-old boys assessed preschool home environments. Four to five years later, aggressive behavior and peer victimization were assessed in the school classroom. The early experiences of 16 aggressive victims were contrasted with those of 21 passive (non-aggressive) victims, 33 non-victimized aggressors, and 128 normative boys. Analyses indicated that the aggressive victim group had experienced more punitive, hostile, and abusive family treatment than the other groups. In contrast, the non-victimized aggressive group had a history of greater exposure to adult aggression and conflict, but not victimization by adults, than did the normative group, whereas the passive victim group did not differ from the normative group on any home environment variable.

The study emphasized the role of family in developing the aggressive behavior of child. The study would be a great importance to all the future researchers who intended to work in this field.

Dodge, K.A., Lochman, J.E., Harnish, J.D. in their journal. "Reactive and proactive aggression in school children and psychiatrically-impaired chronically Assaultive youth"\textsuperscript{52} stated that reactively aggressive and proactively aggressive types of antisocial youth would differ in developmental histories, concurrent adjustment, and social information-processing patterns. In their first study of 585 boys and girls classified into groups called reactive aggressive, proactive aggressive, pervasively aggressive (combined type), and non-aggressive revealed distinct profiles. Only the reactive aggressive groups demonstrated histories of physical abuse and early onset of problems, adjustment problems in peer relations, and inadequate encoding and problem-solving processing patterns. Only the proactive aggressive groups demonstrated a processing pattern of anticipating positive outcomes for aggressing. In their second study of 50 psychiatrically impaired chronically violent boys classified as reactively violent or proactively violent demonstrated differences in age of onset of problem behavior, adjustment problems, and processing problems.

The study emphasized the impact of early physical abuse in the social adjustment of child in his or her later life. The study would be a good guidance to those researchers working in the field of child psychology.

Dodge, K.A., Bates, J.E., & Pettit, G.S., In D. Cicchetti & S.L. Toth (Eds.), in their Symposium report of “How the experience of physical abuse leads children to become chronically aggressive”\textsuperscript{53} It was given that numerous inherent and experiential factors had been implicated in the etiology of conduct disorder, ranging from attention deficits to a culture of poverty. Of the experiential factors, none had received more attention than harsh discipline, especially physical maltreatment during the 1st 5 yrs of life. The goal of this Symposium was to understand the role that early physical abuse plays in the development of chronic conduct problems, particularly the mechanisms through which this effect might operate. Topics addressed include, understanding distal risk factors and proximal mechanisms, the theoretical role of physical abuse in aggressive behavioral development, the empirical relations between early

physical abuse and later aggressive behavior, and a study of child maltreatment in the community.

The study focused the role of early physical abuse in the development of deviant behavior of the child. The study would be useful for all researchers working in the field of child’s behavior and attitude.

Bates, J.E & Ridge, B. in their study “Interaction of temperamental resistance to control and restrictive parenting in the development of externalizing behavior”, 54 child temperament and parental control were studied as interacting predictors of behavior outcomes in two longitudinal samples. In Sample one, data were ratings of resistant temperament and observed restrictive control in infancy-toddlerhood and ratings of externalizing behavior at ages seven to ten years; in Sample two, data were retrospective ratings of temperament in infancy-toddlerhood observed restrictive control at age five years, and ratings of externalizing behavior at ages seven to eleven years. Resistance more strongly related to externalizing in low-restriction groups than in high-restriction groups.

This was true in both samples and for both teacher- and mother-rated outcomes. Several Temperaments x Environment interaction effects had been reported previously, but this was one of very few replicated effects.

Children of alcoholic parents organization, US; A significant number of children in US were being raised by addicted parents. With more than one million children confirmed each year as victims of child abuse and neglect by state child protective agencies, state welfare records had indicated that substance abuse was one of the top two problems indicated exhibited by families in 81% of reported cases.

The study would be very helpful for future researchers working in the field of child psychology.

Schwartz, D., McFayden-Ketchum, S.A in their article, “Peer group victimization as a predictor of children's behavior problems at home and in school” report a short-term prospective investigation of the role of peer group victimization in the development of children's behavior

problems, at home and in school. Sociometric interviews were utilized to assess aggression, victimization by peers, and peer rejection, for 330 children who were in either the third or fourth grade (approximate mean ages of 8-9 years old). Behavior problems were assessed using standardized behavior checklists completed by mothers and teachers. A follow-up assessment of behavior problems was completed 2 yrs later, when the children were in either the fifth or sixth grade (approximate mean ages of 10-11 years old). Victimization was both concurrently and prospectively associated with externalizing, attention dysregulation, and immature or dependent behavior. Victimization also predicted increases in these difficulties over time, and incremented the prediction in later behavior problems associated with peer rejection and aggression. The results of this investigation demonstrate that victimization in the peer group was an important predictor of later behavioral maladjustment.

The study analysed victimization by peers as one of the important factor contributing to the behavioral maladjustment of the child in his or her later life. The study would be a great contribution to all researchers who intended to work in the different behavior pattern of child.
Burks, V.S., Laird, R.D., Dodge, K.A., Pettit, G.S., & Bates, J.E. in their study "Knowledge structures, social information processing, and children's aggressive behavior"\textsuperscript{56}, it was stated that a multitude of factors may be involved in the development of children's violent behavior, the actual aggressive act was preceded by a decision-making process that serves as the proximal control mechanism. The primary goal of this longitudinal study was to understand the nature of the proximal control mechanism involved in children's aggressive acts by focusing on two aspects of social cognitions: social information processing and stored knowledge (i.e., internal knowledge structures that were the latent memories of past events). It was hypothesized that: (i) children with hostile knowledge structures would display more biased patterns of aggressive social information processing than children whose knowledge structures were less hostile and negative; (ii) children who display hostile knowledge structures would behave in chronically aggressive ways; and (iii) the development of hostile knowledge structures and hostile patterns of social information processing contribute to the stability of aggressive behavior and thus partially mediate the relation between early and later aggressive behavior. 585 boys and girls (19\% African-American) were followed from kindergarten through eighth grade. Results from this

investigation support the hypotheses and were discussed in terms of the significance of the inclusion of knowledge structures in theories of the mental processes involved in children's violent behavior.

The study analysed the different factors contributed in developing violent, aggressive behavior of child. This study would be very helpful to all researchers who work in the field of child's behavior and attitude.

Nix, R.L., Pinderhughes, E.E., Dodge, K.A., Bates, J.E., Pettit, G.S., & McFayden-Ketchum, S.A. in their study, “The relation between mothers' hostile attribution tendencies and children's externalizing behavior problems: The mediating role of mothers' harsh discipline practices”\textsuperscript{57} examined relations among mothers' hostile attribution tendencies regarding their children's ambiguous problem behaviors, mothers' harsh discipline practices, and children's externalizing behavior problems. A community sample of 277 families (19% minority representation) living in three geographic regions of the United States was followed for over 4 years. Mothers' hostile attribution tendencies were assessed during the summer prior to children's entry into

kindergarten through their responses to written vignettes. Mothers' harsh discipline practices were assessed concurrently through ratings by interviewers and reports by spouses. Children's externalizing behavior problems were assessed concurrently through written questionnaires by mothers and fathers and in the spring of kindergarten and first, second, and third grades through reports by teachers and peer sociometric nominations. Results of structural equations models demonstrated that mothers' hostile attribution tendencies predicted children's future externalizing behavior problems at school and that a large proportion of this relation was mediated by mothers' harsh discipline practices.

The study emphasized the role of harsh discipline practices in developing the behavioral problems of child in school. The study would be very helpful to researchers working in the field of child psychology.

Tash and Mc.Nicol, in their study “alcohol use and abuse; pediatrics” stated that a family history of alcoholism predisposes children of problem drinking, especially if 1 or both parents were heavy drinkers. Sons of alcoholic men had a 1 in 4 risk of becoming alcoholics. Daughter of alcoholics were also at increased risk for alcoholism and

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were more likely to marry alcoholic men, thereby continuing the cycle of family problem with alcohol.

In US, 7 million children younger than 18 years had alcoholic parents. Adult alcohol abuse contributes to 50% of reported instances of marital violence and 35% to 70% of child abuse cases. Children of alcohol abusers were at increased risk for delinquent behavior, learning disorders, attention-deficit or hyperactivity disorders, psychosomatic complaints and problem drinking or alcoholism as adult.

The study emphasized on children reared by alcoholic parents. The study would contribute a lot to those researchers who intended to study the different behavior pattern of child.

Keiley, M.K., Bates, J.E., Dodge, K.A., & Pettit, G.S. in their study, "Effects of temperament on the development of externalizing and internalizing behaviors over 9 years" 59 a sample of 583 children in kindergarten through eighth grade, it determined the developmental trajectories of mother-reported and teacher-reported externalizing and internalizing behaviors using cross-domain latent growth modeling techniques. The study investigated the effects of child temperament, as

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retrospectively assessed in kindergarten, on these trajectories, controlling for socioeconomic status, gender of the child, and race. The results indicated that, taken together, these child characteristics predicted variance in the growth parameters in these domains. Specifically, a child who was difficult and resisted control had higher initial status on externalizing behavior as reported by mother than did a child who did not evidence those behaviors. A child who resisted control and was unadaptable to new experiences had higher initial status on mother-reported internalizing behavior than did a child who was not resistant or unadaptable. A child who was resistant had a higher initial status on teacher-reported externalizing behavior than did a child who was not, while a child who was inadaptable actually had a lower initial status on these same behaviors than did a child who was adaptable.

The study emphasized the adaptive behavior of child in different environment. The study would be a useful reference for all researchers who work in the field of child’s psychology.

Laird, R.D., Jordan, K.Y in their study, “Peer rejection in childhood, involvement with antisocial peers in early adolescence, and
the development of externalizing behavior problems\textsuperscript{60}, a longitudinal, prospective design was used to examine the roles of peer rejection in middle childhood and antisocial peer involvement in early adolescence in the development of adolescent externalizing behavior problems. Both early starter and late starter pathways were considered. Classroom sociometric interviews from ages six through nine years, adolescent reports of peers' behavior at age thirteen years, and parent, teacher, and adolescent self-reports of externalizing behavior problems from age five through fourteen years were available for 400 adolescents. Results indicate that experiencing peer rejection in elementary school and greater involvement with antisocial peers in early adolescence was correlated but that these peer relationship experiences may represent two different pathways to adolescent externalizing behavior problems. Peer rejection experiences, but not involvement with antisocial peers, predict later externalizing behavior problems when controlling for stability in externalizing behavior. Externalizing problems were most common when rejection was experienced repeatedly. Early externalizing problems did not appear to moderate the relation between peer rejection and later problem behavior. Discussion highlights multiple pathways connecting

externalizing behavior problems from early childhood through adolescence with peer relationship experiences in middle childhood and early adolescence.

The study highlighted the correlation between peer rejections in early childhood with the involvement of antisocial peers in the later years. The study would contribute a lot to all researchers who work in the field of child’s behavior and attitude.

Laird, R.D., Bates, J.E., Dodge, K.A., & Criss, M.M., in their study, “Antecedents and behavior-problem outcomes of parental monitoring and psychological control in early adolescence”\textsuperscript{61}, the early childhood antecedents and behavior-problem correlates of monitoring and psychological control were examined in the prospective, longitudinal, multi-informant study. Parenting data were collected during home visit interviews with 440 mothers and their 13-year-old children. Behavior problems anxiety or depression and delinquent behavior) were assessed via mother, teacher, and adolescent reports at

ages 8 through 10 years and again at ages 13 through 14 years. Home-
interview data collected at age 5 years were used to measure antecedent
parenting harsh or reactive, positive or proactive, family background for
example socioeconomic status, and mother-rated child behavior
problems. Consistent with expectation, monitoring was anteceded by a
proactive parenting style and by advantageous family-ecological
characteristics, and psychological control was anteceded by harsh
parenting and by mothers' earlier reports of child externalizing
problems. Consistent with prior research, monitoring was associated
with fewer delinquent behavior problems. Links between psychological
control and adjustment were more complex: High levels of
psychological control were associated with more delinquent problems
for girls and for teens that were low in preadolescent delinquent
problems and with more anxiety or depression for girls and for teens
who were high in preadolescent anxiety or depression.

The study emphasized the role of different parenting style in
developing the delinquent problems in later life. The study would be a
contribution to those researchers who work in the behavior pattern and
personality development of child
Broidy, L.M., Nagin, D.S., Tremblay, R.E., Brame, B., Fergusson, D., Horwood, J., Loeber, R., Laird, R., Lynam, D., Moffitt, T., Vitaro, F., in their study, "Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six site, cross-national study", examined the developmental course of physical aggression in childhood and to analyze its linkage to violent and nonviolent offending outcomes in adolescence. The study was conducted with data from six sites and three countries. Results of this international, cross-site investigation support much prior research showing that among males there was continuity in problem behavior from childhood to adolescence, and that such continuity was especially acute when early problem behavior takes the form of violence. Chronic physical aggression during the elementary school years specifically increases the risk for continued physical violence as well as other nonviolent forms of delinquency during adolescence. However, this conclusion was reserved primarily for boys, because the results indicate no clear linkage between childhood physical aggression and adolescent offending among female samples.

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The study would be a great contribution to future researchers who intended to work in the different behavior pattern of child.

Laird, R.D., Pettit, G.S., Dodge, K.A., & Bates, J.E. in their study, "Change in parents' monitoring-relevant knowledge: Links with parenting, relationship quality, adolescent beliefs, and antisocial behavior"^63 used a longitudinal prospective design to examine antisocial behavior, two aspects of the parent-child relationship, inept parenting, and adolescents' beliefs in the appropriateness of monitoring as predictors of parents' monitoring and change in monitoring during the high school years. 426 adolescents provided reports of their parents' monitoring knowledge during four yearly assessments beginning the summer before entering grade 9. Greater concurrent levels of monitoring knowledge were associated with less antisocial behavior, more parent-reported relationship enjoyment, adolescents and parents spending more time together, and adolescents reporting stronger beliefs in the appropriateness of parental monitoring. Weaker knowledge beliefs predicted increases in monitoring knowledge over time. More antisocial behavior problems were linked to lower levels of knowledge through less enjoyable parent-

adolescent relationships, parents and adolescents spending less time
together, and adolescents reporting weaker monitoring beliefs.

The study would contribute a lot to future researchers who intended
to work in the personality development of child.

Malone, P.S., Lansford, J.E., Castellino, D.R., Berlin, L.J, in their
study, “Divorce and child behavior problems: Applying latent change
scores to life event data”\(^{64}\) effects of parents' divorce on children's
adjustment had been studied extensively. This paper applies new
advances in trajectory modeling to the problem of disentangling the
effects of divorce on children's adjustment from related factors such as
the child's age at the time of divorce and the child's gender. Latent change
score models were used to examine trajectories of externalizing behavior
problems in relation to children's experience of their parents' divorce.
Participants included 356 boys and girls whose biological parents were
married at kindergarten entry. The children were assessed annually
through grade 9. Mothers reported whether they had divorced or
separated in each 12 month period, and teachers reported children's
externalizing behavior problems each year. Girls' externalizing behavior

(in press). Divorce and child behavior problems: Applying latent change scores to life event data.
Structural Equation Modeling
problem trajectories were not affected by experiencing their parents' divorce, regardless of the timing of the divorce. In contrast, boys who were in elementary school when their parents divorced showed an increase in externalizing behavior problems in the year of the divorce. This increase persisted in the years following divorce. Boys who were in middle school when their parents divorced showed an increase in externalizing behavior problems in the year of the divorce followed by a decrease to below baseline levels in the year after the divorce.

The study focused the impact of separation and divorce of parents on the behavior of child. The study would be very useful to all researchers who intended to study the behavioral problem of child.

Cooke CG; Kelley ML; Fals-Stewart W; Golden J. in their study, “A comparison of the psychosocial functioning of children with drug-versus alcohol-dependent fathers” 65 compared the psychosocial functioning of children whose fathers primarily abused illicit drugs other than alcohol (n = 51) to children from a demographically matched sample of families whose fathers abused alcohol (n = 51). Children with drug-abusing (DA)

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fathers exhibited significantly more negative child behaviors on a standardized child-rating scale than did children from homes with alcohol-abusing fathers. In addition, a significantly greater proportion of children with DA fathers met clinical cutoffs indicative of psychosocial impairment ($n = 23; 45\%$) than did children whose fathers abused alcohol ($n = 5; 10\%$). Mediation analyses indicated that severity of drug, legal, medical, employment, and family problems partially mediated the relationship between type of family that is families with fathers who had an alcohol problem versus families with fathers who had a drug problem and children's psychosocial adjustment.

The study emphasized the different behaviour developed among children reared by drug addict and alcoholic parents. The study would be a great use to future researchers.

Elkins IJ; McGue M; Malone S; Iacono WG in their study, “The effect of parental alcohol and drug disorders on adolescent personality” examined the relationship of parental alcohol or drug diagnosis to offspring personality in a population-based sample of 17-year-old twins (568 girls and 479 boys) participating in the Minnesota Twin Family

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Study. Whether offspring personality characteristics 1) were specific to the type of substance use disorder in parents (alcohol versus drug) and 2) were found in high-risk offspring without substance use disorders as well as in offspring with substance use disorders was investigated. The method employed the Multidimensional Personality Questionnaire; substance use disorders were assessed in person through diagnostic interviews. It was found out that in both male and female offspring, parental history of alcohol dependence was associated with greater negative emotionality, aggression, stress reaction, and alienation but lower well-being; parental history of drug disorders was associated with lower constraint, control, harm avoidance, and traditionalism but higher social potency. Excluding offspring with a substance use disorder had virtually no effect on the statistical significance of these findings. Conclusions: In contrast to findings in some adult samples, personality characteristics associated with a family history of substance use disorders were found even in adolescent offspring who had not yet developed these disorders themselves, suggesting that personality might be one indicator of familial risk for substance use disorders during this developmental stage. Personality profiles of offspring of parents with substance use disorders also show some diagnostic specificity, with constraint associated with parental drug abuse and negative emotionality with parental alcoholism.
The study would contribute a lot to future researcher who intended to work in the different psychological disorder of child.

Kelley ML; Fals-Stewart W in their study, "Psychiatric disorders of children living with drug-abusing, alcohol-abusing, and non-substance-abusing fathers" examined lifetime psychiatric disorders and current emotional and behavioral problems of 8- to 12-year-old children living with drug-abusing (DA) fathers compared to children living in demographically matched homes with alcohol-abusing (AA) or non-substance-abusing fathers.

It was found out that Children who lived with DA fathers were more likely to had a lifetime psychiatric diagnosis (i.e., 53% versus 25% in AA homes and 10% in non-substance-abusing homes). Compared to children in the other groups, children in DA homes were more than twice as likely to exhibit clinical levels of behavioral symptoms. Conclusions: Children living with DA fathers were more likely to experience a lifetime psychiatric disorder and more negative behaviors compared to children living with an AA father or non-substance-abusing parents.

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The study emphasized the impact of drug addict or alcoholic parents on the personality development of child. The study would be useful to future researchers who intended to work in this area.

Elizabeth B. Hurlock in her book, "Developmental psychology; A life-span Approach", discussed the growth and development of individual from prenatal period to old age. It stated very descriptively all the stages of man. The personality, behavior and attitude of individual in all stages of life are also explained minutely in each chapter of her book. The book would be a great contribution to future researchers who intended to work in the field of developmental psychology.

Ram Ahuja in his book, "Society in India; Concepts, theories and recent trends" presented a traditional-modern framework of different systems; social, economic, political, religious, education, rural, urban and tribal and discussed their problems and issues. Each chapter presented the contemporary variants, the emerging components and the future perspective. Such book is functional in examining the issues of transition from past to present. This book would be a great help to researchers in understanding the different society in India.

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69 Ram Ahuja; Society in India: concepts, theories and recent trends, Rawat publication, 2002, N-Delhi
Thokchom Mangoljao in his three volume book, “Western Education in Manipur”\textsuperscript{70} provides very important information about Education system in Manipur. The first volume covered the Education in Manipur during the year 1872-1947, second volume covered the Education in Manipur during the year 1947-1964 and third volume covered Education in Manipur during the year 1964-1981. This book provided minute information about the education in Manipur. The book would be a great contribution to researchers. Facts, data and statistics of education in Manipur could be assessed from this book. This book has its own demerit: (i) This book needs reprinting, (ii) need translation in English, (iii) and availability in markets.

S.C. Dube in his book “Indian society”\textsuperscript{71} discussed the historical roots, ideological foundations and social organisation of Indian society. The book also discussed the major trends of change in Indian society. This book would contribute a lot to researcher in understanding the present society in India. This book has its own demerit; the book did not deal with the minutiae of local and regional customs and social forms.

\textsuperscript{70} Thokchom Mangoljao, Western Education in Manipur, Sangeeta printing works, Koyathong, Imphal
\textsuperscript{71} S.C. Dube, Indian Society, National Book Trust, 1990, N. Delhi